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ABSTRACT

This annotated bibliography deals with the literature disseminated since 1968 that is pertinent to teacher strikes and negotiations. The 271 entries are organized by journals, pamphlets, special articles, special papers and addresses, dissertations and theses, audiovisual materials, and books. ERIC numbers are included where applicable. There is an attempt to encompass a cross-section of professional attitudes and opinions, popular news coverage, and scholarly and impartial research regarding educational negotiations and closely related factors. (Author)

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NEGOTIATIONS BIBLIOGRAPHY

by Connie Moore
Jack P. Krueger
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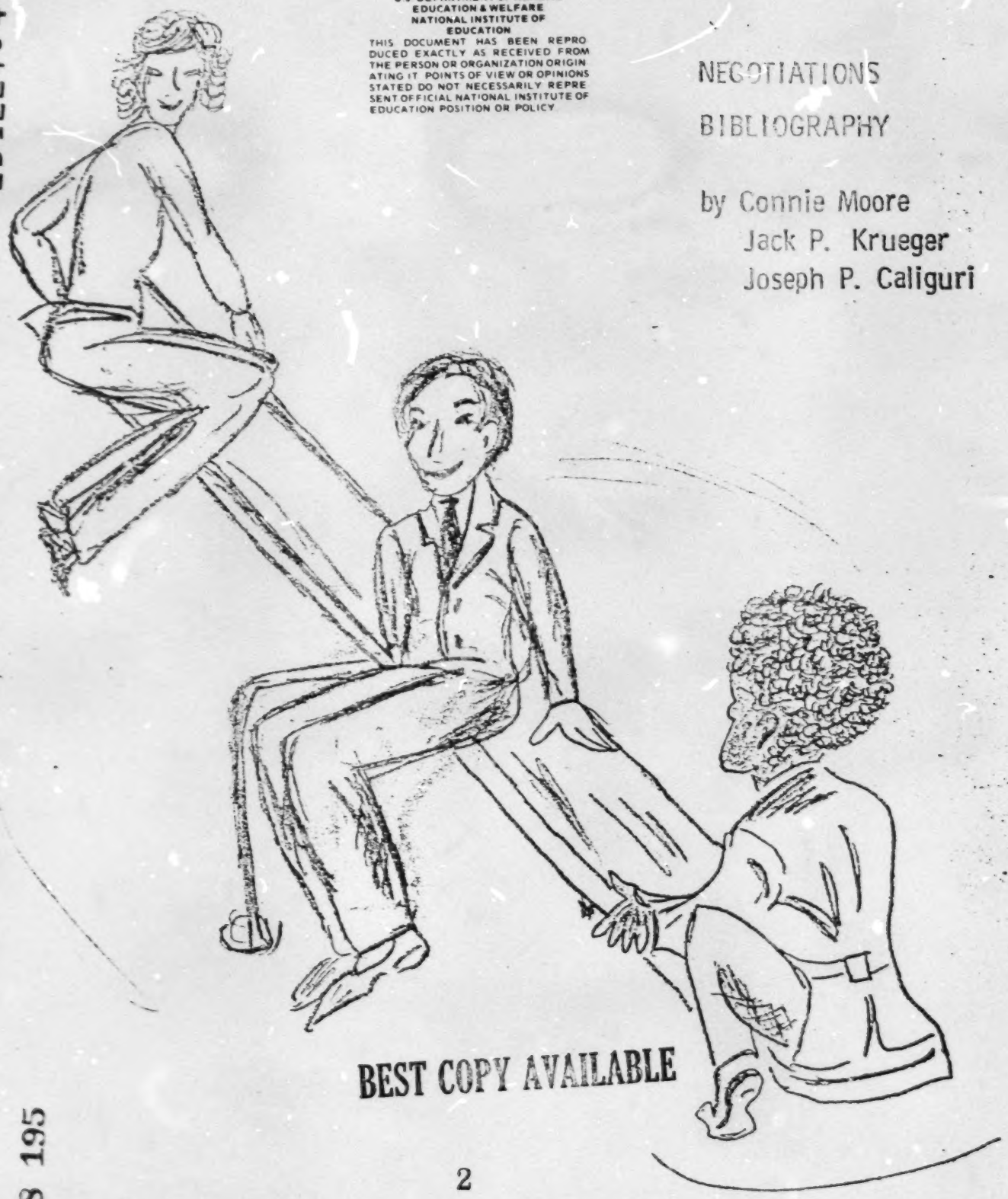

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School of Education, University of Missouri-Kansas City
June, 1975

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PREFACE

In the seven years since the University of Missouri-Kansas City published its first bibliography on negotiations in education, many transformations have occurred: professional negotiatiors have become essential and necessary members of many bargaining teams, periods of strikes and militancy have rocked large metropolitan areas, and far reaching statutes and judicial decisions concerning collective negotiations in the public sector have been enacted.

However, in the same period of time the basic dilemmas and problems have remained the same. As illustrated by the cartoon on the cover, groups which have included labor and management, school boards and teacher organizations, government and public employees, still totter back and forth in negotiations which often leave arbitrators, mediators, administrators, citizens, and children uneasily balancing in the middle.

Since this is an update of Frank Markus' bibliography published in January, 1968, only the literature pertinent to strikes and negotiations disseminated since that date have been included. Also, annotations and ERIC numbers have been added to make the selections more useful as a resource for those concerned with negotiations in education. The bibliography is organized by journals, pamphlets, special articles, special papers and addresses, dissertations and theses, audio-visual materials, and books. The journal articles and pamphlets sections are arranged by the name of the journals or the pamphlet organizations themselves. The bibliography attempts to encompass a cross-section of professional attitudes and opinions, popular new coverage, and scholarly and impartial research of educational negotiations and closely related factors.

My deepest appreciation goes to Dr. Jack Krueger and Dr. Joseph Caliguri of the University of Missouri-Kansas City, School of Education, for their trust, encouragement, and sponsorship of this project. I am especially grateful to Saundra Powell who provided support and secretarial assistance.

Connie Moore

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JOURNAL ARTICLES

The Alaska Teacher

Patter, Bill, " 'Experts' Are Wrong," 21 (Winter, 1973-74), 5.

Speaking as president of the Alaska chapter of NEA, Patter recommends collective bargaining as the method for obtaining teacher perceived solutions to instructional problems.

Administrator's Notebook

Berg, Paul, "The Impact of Collective Bargaining Upon the Principal," 21 (9), 1973, 1-4.

This is an evaluation of the influences of bargaining on the principal's status and role ambiguity, and the factors which affect his or her behavior. Author concludes that major changes have not happened in the principal's role due to collective bargaining.

Administrator's Notebook

Hanson, Mark, "The Emerging Control Structure of Schools," 21 (2), 1973, 1-4.

Hanson examines the dual authority structure evolving in public education from increased bargaining power of teacher organizations on one hand and the trend toward accountability on the other.

America

"The Plight of Newark," 124 (April 24, 1971), 426.

Discussing the conflict between teacher unions and segments of the black community, this editorial deals specifically with the 1971 Newark school strike and racial strife.

America

"Schizophrenia About Schools," 128 (February 24, 1973), 158-9.

A discussion of the 1973 Philadelphia school strike and the contrast between the community's apathy toward the school system and its high regard for education at the same time.

American Association of University Professors Bulletin

Berstein, Merton C., "Alternatives to the Strike," 58 (December, 1972), 404-411.

The author suggests methods such as the nonstoppage strike and graduated strike, as ways for public employees to have leverage during negotiations without victimizing the public.

American Association of University Professors Bulletin

Stevens, Carl M., "The Management of Labor Disputes in the Public Sector," 58 (December, 1972), 399-404.

For bargaining in the public sector, the author recommends the "one-or-the-other" arbitration procedure in which the arbitrator would have to select one party's offer totally over that of the other negotiator. Supposedly, agreement and conciliation would be encouraged by this approach since complete defeat may be faced otherwise.

American School Board Journal

Glime, Raymond G., "Bargaining with Teacher: The Things the Board Should Demand (That's Right, the Board)," 158 (June, 1971, 21-23.

The author advocates the retention of management rights by school boards. No-strike provisions covering teacher responsibilities, grievances, leaves, and reward or punishment incentives are also viewed as important aspects of a negotiated contract.

American School Board Journal

Harlacher, Frank, Jr., "There's One Gigantic National Teacher Union in Your Future," 160 (September, 1973), 36-37, 49.

A management viewpoint of the possible NEA and AFT merger.

American School Board Journal

Hickey, M.E., "Your Teachers Striking? Here Are 11 Reasons for Responding With A Lockout," 158 (January, 1971), 30-32.

The author suggests using industrial tactics in dealing with teacher strikes and discusses the conditions necessary to consider before school boards can unconditionally close schools.

American School Board Journal

Martin, David L. and Philip G. Jones, "How One Small-Town School Board Stood Up To One Big Statewide Teacher Union," 161 (June 1974), 16-21.

A description of the resistance of a rural school board to an illegal teacher strike despite pressure from a state teacher union.

American School Board Journal

"Some Very Plain Talk About Your District and Collective Bargaining," 160 (September, 1973), 30-35.

An elementary introduction to collective bargaining in education.

Arbitration Journal

Drotning, John E. and David B. Lipsky, "The Outcome of Impasse Procedures in New York Schools Under the Taylor Law," 26 (2), 1971, 87-102.

The authors examine the effectiveness of the Public Employment Relations Board established under the Taylor Act to eliminate strikes of public employees through mediation and fact finding.

Behavioral Science

Vidmar, Neil and Joseph E. McGrath, "Forces Affecting Success in Negotiation Groups," 15 (March, 1970), 154-163.

The authors report on the investigation of McGrath's tri-forces model of negotiation which isolates 3 major sets of role forces affecting negotiator behavior.

Clearinghouse

Barbaro, Fred, "Mass Jailing of Teachers," 48 (September, 1943), 11-18.

A case study of factors in the 1971 Newark school strike which led to teacher arrests and the socialogical and psychological impact of such action.

Clearinghouse

Brown, Joan G., "Tenure and the Teacher," 45 (February, 1971), 355-60.

A clarification of the rights of teachers under tenure laws; included are typical examples of procedure for dismissal under tenure statutes.

Clearinghouse

Chaffee, Leonard M. and Robert D. Alley, "Strike One! Yer' Out! A Short Count for the Student Teacher in a School Strike?" (April, 1971), 503-06.

A discussion of the problems and dilemmas of student teachers during a school strike; the authors suggest that a "micro-teaching program" may substitute for actual student teaching experience during a strike situation.

Clearinghouse

Goldman, Harvey, "New Roles for Principals," 45 (November, 1970), 135-9.

In discussing the changing role of the principal, the author asserts that more action and community orientation is necessary. Local mediation is advocated as a task area for school administrators.

Clearinghouse

Shawver, David E., "Let's Get Serious About Teacher Power," 44 (December, 1969), 199-202.

The author advocates channeling negotiating power of teachers toward the improvement of teaching methods and school curriculum.

Clearinghouse

Weinstock, Henry R. and Paul L. Van Horn, "Impact of Negotiations Upon Public Education," 43(February, 1969), 358-63.

The authors attempt to clarify the issues involved in collective negotiations and examine the factors which generate teacher-school board conflict.

Colorado School Journal

"Balky Boards Fomenting Strikes," 89 (September 18, 1973),5

NEA officials blame school boards for attempting to maintain "autocratic" power with strong bargaining stands on teacher dismissal procedures, accountability, and other nonmonetary issues.

Colorado School Journal

" 'Scope' a Key Factor in CEA's 1975 PN Bill," 90 (December 17, 1974),1.

Outlined is the scope of possible bargaining issues which could take place of the 1975 CEA Professional Negtiations bill is passed in the Colorado General Assembly.

Colorado School Journal

"Teachers Are Not 'Second-Class Citizenry,' " 89 (January 17, 1974), 1

Selected passages from District Judge Richard Greene's unprecedented decision in Colorado to refuse to halt the Littleton teachers' strike.

Commonweal

Harris, Matt, "New York's 'Friendly' Strike," 95 (January 28, 1972), 394-96.

The author outlines the events and circumstances involved in the 1971 New York Archdiocese's lay teacher's strike and attempts to clarify the financial dilemmas in parochial schools.

Compact

Bakalis, Michael, "Collective Negotiations in the Absence of Legislation," 6 (June, 1972), 18-20.

The author uses his background as Superintendent of public instruction in Illinois to illustrate bargaining difficulties and solutions in areas without legislative guidelines.

Compact

Husted, Joan Lee, "Winning a Statewide Contract," 6 (June, 1972), 34-37.

A chronological review of the events and situations leading to Hawaii's comprehensive teaching contract negotiated under the state's 1971 public employee's collective bargaining legislation.

Compact

Koerner, Thomas F. and Clyde Parker, "How to Play for Keeps at the Bargaining Table," 6 (June, 1972), 16-17.

A moderate, low-key outline for a school board's beginning approach to collective bargaining. Teacher and public involvement and cooperation is stressed.

Compact

Mathews, John, "The States Eye NEA-AFT Merger," 8 (January--February, 1974), 33-35.

Although the author asserts that a teacher organization merger is not necessary for political unity, he notes that the power of such a merger could greatly affect state funding for education.

Compact

Neal, Richard G., "The Impact of Collective Bargaining on Education," 6 (June, 1972), 9-12.

In extreme cases, the author proposes that democratic government can be impaired by labor contracts and that unionization fo public services may force high costs. To halt this possible trend in public education, school boards are encouraged to hire professional negotiators who will maintain their "legislative freedoms."

Compact

Roth, Herrick, "A Decade of Proof," 6 (June, 1972), 13-15.

The author offers a Marxian explanation for the growth of collective bargaining in education and deals with the resulting gains for the public and teachers.

Compact

Salmon, Paul, "Are the Administrative Team and Collective Bargaining Compatible?" 6 (June, 1972), 3-5.

The author discusses reasons for the concept of team management remaining more theoretical than applicable to education, and what can be done to retain administrative and supervisory personnel as full partners in management.

Compact

Vandermyn, Gaye, "Learning the Negotiations Game," 8 (July-August, 1974), 9-10.

A discussion of a simulation which attempts to change administrators' and teachers' adversarial attitude to one of cooperation in negotiations.

Compact

"Work Stoppages and the Administrator," (reprinted from the 1971-72 edition of The Administrative Team), 6 (June, 1972), 6.

The development of a structured administrative plan in advance of any specific instructional crisis is recommended as a method for dealing with strikes.

Education and Urban Society

Belasco, James .. et al., "A Case alysis of Negotiations in an Urban School System," 2 (November, 1969), 22-39.

An examination of labor laws and their relevance to public school personnel; specific discussion centers on the New York Taylor Law and its inadequacies in conflict esolution.

Education and Urban Society

Miskel, Cecil, "Teacher and Administrator Attitudes Toward Collective Negotiation Issues," 6 (May, 1974), 284-296.

Teacher and administrator attitudes toward the scope of negotiations are correlated with demographic information.

Education Digest

"Public Education and Teacher Unions," (Condensed from Public Education and Teacher Unions, a report from the National Association of Manufacturers' Education Department, 1973, 1-6), 39 (January, 1974), 48-50.

After examining th goals and political interests of the NEA and AFT, the article concludes that unionism in education must be checked by sophisticated bargaining techniques and a no-strike policy in public schools.

Educational Administration Quarterly

Garthory, Joseph A., "Structural Characteristics and the Outcome of Collective Negotiations," 7 (Autumn, 1971), 78-98.

A discussion of a study which attempted to discover how the structure and means of negotiations affect the final outcomes of the process.

Educational Leadership

Brubacker, John W., "Why Teacher Militancy?" 27 (October, 1969), 30-33.

The article supports the concept of teacher power as a way to present challenging standards for democracy and obtain more resources for education. Brubacker attempts to deal with the problem of institutionalizing teacher militancy so that it is a constantly renewing source.

Educational Leadership

Turner, Harold E., "Mobilizing Political Power for Action," 28(October, 1970), 40-3.

Because of the power factions among educators, the author advises that political influence cannot be totally effective and the end result will continue to be failure at the ballot-box.

The Educators' Advocate

Hattleman, Gerard D., "Collective Bargaining and the Emerging Profession," 3 (January 16, 1973), 4.

The author views collective bargaining as evolving from its factious origins toward a relatively smooth process for formulation of school policies. A new definition of teacher professionalism is seen as necessary because of collective bargaining power.

The Educators' Advocate

Krause, Robert, "Master Contract: Why Needed," 4 (October 5, 1973), 10-11.

A master contract plan compiled from teacher proposals is recommended as a collective bargaining procedure to ensure terms and conditions of teacher employment.

Georgia Education Journal

Deck, L. Linton, et al., "Collective Negotiations: An Inevitable Opportunity," 62 (February, 1969), 17-19+.

Defined are the various educational synonyms for professional negotiations and factors contributing to increased activism in Georgia. Strategies for productive negotiations are discussed.

Human Resource Management

Cameron, George D., "The Council Approach to Collective Bargaining: A Report on 3 Real World Precedents," 11 (Summer, 1972), 27-34.

A discussion of experimental modifications of collective bargaining which may be productive both for the public and private sector. Specific mention is made of the Whitley Council established for the British Civil Service, Executive Order #10988 for U.S. Federal employees, and the Academic Senate format.

Industrial and Labor Relations Review

Alutto, Joseph A. and James A. Belasco, "Determinants of Attitudinal Militancy Among Nurses and Teachers," 27(January 1974), 216-27.

Using a questionaire survey, the authors sought to determine different levels of attitudes toward collective bargaining and strikes by professional workers. Although the study is inadequate in several areas, the findings seem to show that decision making and career advancement are two major factors leading toward militancy.

Industrial and Labor Relations Review

Burke, Donald R. and Lester Rubin, "Is Contract Rejection a Major Collective Bargaining Problem?" 26 (January, 1973), 820-33.

The authors discuss the variables in the breakdown of communications which generally defeat a negotiated contract.

Industrial and Labor Relations Review

Gilray, Thomas P. and Anthony V. Sinicrape, "Impassee Resolution in Public Employment: A Current Assessment," 25 (July, 1972), 496-511.

A review of the practices and theories of dispute settlement. In the conclusion, the article recommends mediation and fact finding procedures as effective and the use of a neutral party in selecting among the various courses of action.

Industrial and Labor Relations Review

Hall, W. Clayton and Norman E. Carroll, "The Effect of Teachers' Organzations on Salaries and Class Size," 26 (January 1973), 834-41.

After seeking to define characteristics in addition to salary increases which accompany collective bargaining, Hall and Carroll conclude that a larger student-teacher ratio seems to be exchanged in negotiations for minimal salary gains in the cases they studied.

Industrial and Labor Relations Review

Hammermesk, Daniel G., "Who Wins' in Wage Bargaining?" 26 (July, 1973), 1146-49.

In testing the "split the difference" bargaining model by comparing first and final negotiating positions, the author finds that the model is generally inoperable since unions tend to begin far wider of the ending settlement than management.

Industrial and Larbor Relations Review

Hellriegel, Don et al., "Collective Negotiations and Teachers: A Behavioral Analysis," 23 (April, 1970), 380-397.

Using a conceptual model to determine the factors influencing teachers' attitudes toward collective bargaining, the authors found that salary dissatisfaction, job status, lack of public support for education and curriculum issues were among the factors contributing toward teacher support of collective bargaining.

Industrial and Labor Relations Review

Kasper, Hirschel, "The Effects of Collective Bargaining on Public School Teachers' Salaries," 24 (October, 1970), 57-72.

The author attempts to determine the effect of collective bargaining on teacher salaries in 1967-68. The conclusions reached are that negotiations led to a minimal increase in salaries.

Industrial and Labor Relations Review

Lipsky, David B. and John E. Drotning, "The Influence of Collective Bargaining on Teachers' Salaries in New York State," 27 (October 1973), 18-35.

The authors use a model of teacher salary determination to check the salary gains made in New York in 1968 after the introduction of the Taylor Law. Although bargaining appeared to have minimal influence on salaries in New York City, smaller districts teachers did enjoy a "spill over" effect from bargaining carried on under the Taylor Act.

Industrial and Labor Relations Review

Moore, William J., "Communications Comment to 'Collective Negotiations and Teachers: A Behavioral Analysis,' " 24, (January 1971), 249-264.

In response to Hellriegel's article on the conceptual model for determining factors relating to teacher propensity toward collective negotiations (April 1970, pp. 380-397), Moore criticizes the model for not including important demographic characteristics which would influence leanings toward organized labor and negotiations.

In a rejoinder, Hellriegel reputes Moore's arguments by further detailing the research on his model and advocating that his and Moore's concerns are divergent.

Industrial and Labor Relations Review

Aeven, John D., "Toward a Public Employment Wage Theory: Some Econometric Evidence on Teacher Quality," 25 (January, 1972), 213-22.

In testing a modified Carlsson-Robinson model of salary determination, the author found that per capita income was the greatest influence on school district salaries.

Industrial and Labor Relations Review

Pegnetter, Richard, "Fact Finding and Teacher Salary Disputes: The 1969 Experience in New York State," 24 (January, 1971), 226-242.

Pegnetter summarizes the role of the fact finder as defined in the New York State Public Employees' Fair Employment Law (the Taylor Law) and presents data most commonly affecting fact finding decisions.

Industrial and Labor Relations Review

Ross, David, "The Arbitration of Public Employee Wage Disputes," 23 (October, 1969), 3-15.

A carefully outlined and footnoted discussion of litigable issues in arbitration within the public sector.

Industrial and Labor Relations Review

Skeels, Jack W., "Measures of U.S. Strike Activity," 24 (July, 1971), 515-

The author examines the relationship between the eight most common measures of strike activity and their impact on the political, social and economic factors of strikes.

Industrial and Labor Relations Review

Ullman, Joseph C. and James P. Begin, "The Structure and Scope of Appeals Procedures for Public Employees," 23 (April, 1970), 323-335.

A contrast between grievance procedures in the public and private sectors and a discussion of the specific inadequacies in federal, state and local scope and grievance procedures.

The Journal of Conflict Resolution

Cheney, John et al., "The Effects of Communicating Threats and Promises Upon the Bargaining Process," 16(March, 1972), 99-107.

Using the Deutsch and Krauss (1960, 1962) laboratory trucking game to find the results of intimidation on mutual cooperation, the authors found that threats alone resulted in fewer gains than exchanges of promises did. Statistical language is used.

The Journal of Conflict Resolution

Podel, Jerome E. and William M. Knapp, "The Effect of Mediation on the Perceived Firmness of the Opponent," 13 (December, 1969), 511-20.

The study attempted to find the effect of mediation in a bargaining model analogous to the game of chicken, in which two cars are driven head-on before the loser gives up the necessary road space to avoid collision. Conclusions deal with temporary settlement rather than conflict resolution.

Journal of Educational Research

Caldwell, William E., "The Superintendent's Negotiation Role," 64(October, 1970), 73-77.

The research was under taken to analyze the relationship between the superintendent's bargaining role, district size, and teacher and board member expectations. Conclusions show divergent perceptions by teachers and school board of the superintendent's role in negotiations.

Journal of Educational Research

Giandomenico, Lawrence L., "Teacher Needs, Militancy, and the Scope of Collective Bargaining," 66 (February, 1973), 257-59.

The author finds a partial relationship between a modified version of Maslow's categories of teacher needs and teacher militancy.

Journal of Educational Research

Ostrander, Kenneth H., " Measurement of Teacher Attitudes Toward Sanction Activities," 63 (January, 1970), 219-21.

Using a computerized program of scalogram analysis, the research was aimed toward determining whether teachers generally share a common frame of reference in evaluating sanction activities.

Journal of Educational Research

Urich, Ted R., "A Q-Sort Analysis of attitudes of School Personnel in Iowa Toward Collective Negotiations," 63 (October 1969), 74-77

A technical investigation concerning teacher's views toward the role of the superintendent in collective bargaining and the negotiation process itself.

Journal of Law and Education

Kay, William F., "The Need for Limitation Upon the Scope of Negotiations in Public Education, II ," 2 (January, 1973), 155-75.

Supporting the concept that employees in the public and private sectors should have equal rights under collective negotiation statutes, the author discusses various State laws and court cases which have affected the scope of bargaining for teachers.

Journal of Law and Education

Ligtenberg, John, "Some Effects of Strikes and Sanctions - Legal and Practical," 2 (April, 1973), 235-52.

After an overview of public employee strike statistics and methods of work stoppage, the article outlines the causes, demands and outcomes of numerous teacher strikes but draws few conclusions.

Journal of Law and Education

Brominski, Bernard C., "Limited Right to Strike Laws -- Can They Work When Applies to Public Education? The Perspective of a Local Judge," 2(October, 1973), 677-688.

A judicial interpretation of Pennsylvanias Public Employee Relations Act which grants teachers the right to strike.

Journal of Law and Education

Davidoff, Philip, "The Limited Right to Strike Laws -- Can They Work When Applied to Public Education? A School Board Member's Perspective," 2 (October, 1973), 689-702.

A member of the Philadelphia School Board relates his experience with the Public Employees Relations Act which permits strikes by teachers.

Journal of Law and Education

Jascourt, Hugh D., "Fact Finding in Public Education Disputes: An Overview," 3 (April 1974), 263-266.

Included are definitions of the various forms of fact finding and their usefulness.

Journal of Law and Education

Lane, Thomas H., "Limited Right to Strike Laws -- Can They Work When Applied to Public Education? The Perspective of a School Board Attorney," 4 (October, 1973), 703-713.

Speaking as one of the drafters of Pennsylvania's Public Employee Relations Act, the author discusses the implementation of the right to strike clause.

Journal of Law and Education

Metzler, John H., "The Need for Limitation Upon the Scope of Negotiations in Public Education, 1," 2 (January 1973), 139-154.

The author suggests that the lack of specific and legally set terms for negotiations in the public sector has allowed teacher bargaining to encompass unreasonable demands.

Journal of Law and Education

Sagat, Leonard M. and Thomas W. Jennings, "Limited Right to Strike Laws -- Can They Work When Applied to Public Education? The Perspective of a Union Attorney, " 2 (October, 1973), 715-734.

The author interprets the reasoning behind the passage of Pennsylvania's Public Employee Relations Act.

Journal of Law and Education

Shaw, Lee C. and R. Theodore Clark, Jr., "Public Sector Strikes: An Empirical Analysis," 2 (April, 1973), 217-234.

The authors define types of strikes and discuss ways of reducing or eliminating strike activity by public employees.

Journal of Personality and Social Psychology

Komorita, S.S. and Marc Barnes, "Effects of Pressures to Reach Agreement in Bargaining," 13 (November, 1968), 245-52.

By setting up a two person bargaining situation in which the participants were penalized for not reaching agreement, the experimenters found that concessions are directly related and affected by unilateral and multilateral pressure to achieve an agreement.

Journal of Personality and Social Psychology

Pruitt, Dean G. and Douglas F. Johnson, "Mediation as an Aid to Face Saving in Negotiation," 14 (March, 1970), 239-46.

This study found that suggested compromise by a mediator produced high concessions between negotiators and alleviated role conflict. Other methods to induce agreement are also discussed.

Journal of Personality and Social Psychology

Vidmar, Neil, "Effect of Representational Roles and Mediators on Negotiation Effectiveness," 17 (January, 1971), 48-58.

In an experimental situation, the researcher found that role obligations tended to obstruct bargaining while a mediator improved the bargaining of negotiators who felt strong role obligations.

Labor Law Journal

Alderfer, Harold F., "The 1971 Pennsylvania Public School Strikes," 23 (January, 1972), 41-50.

An examination of the impact on Pennsylvania Act 195 on education, teacher negotiations, and public attitudes toward schools. Passed in 1970, the act legalized public employee strikes.

Labor Law Journal

Krislov, Joseph and Robert M. Peters, "The Arbitration of Grievances in Educational Units in the Late 1960's" 23 (January, 1972), 25-31.

Resulting from a study funded by AFT, this article notes that negotiated grievance clauses and patterns of grievance arbitration are moving toward models developed in the private sector.

Labor Law Journal

Ward, Douglas, "Union Security in Teacher Contracts," 22 (March, 1971) 157-172.

The author examines various forms of union security (union shop) which have been written into teachers contracts and supports the "pragmatics" of union security in dealing with school boards.

Library Journal

Berry, John, et al, "UFT and/or ALA," 99 (June 1, 1974), 1503.

An editorial against disbanding the New York City School Librarian's Association in favor of the Library Media Committe of the UFT. The author's major argument is that collective bargaining and teacher strikes in New York City have eliminated parental and neighborhood control of schools.

Library Journal

"N.H. Supreme Court Ruling Favors Striking Teachers," 99 (June 15, 1974), 1652+

A short report of the unanimous opinion of the New Hampshire Supreme Court that State courts can refuse to end illegal teacher strikes. The decision was based on the issue that, without the right to strike, public employees are handicapped to effectively negotaite.

Management of Personnel Quarterly

Patten, Jr., Thomas H., "Collective Bargaining and Consensus: The Potential of a Laboratory Training Input," 9 (Spring, 1970), 29-37.

The author suggests that laboratory training be used before or during negotiations and grievance resolution to establish such conditions as trust and risk taking, and to make institutional changes in collective bargaining.

Missouri School Board Journal

Caliguri, Joseph F. and Jack P. Krueger, "Missouri School Boards at the Bargaining Table in the 1970's," 22 (January, 1975), 3-5.

An examination of the challenges to managerial authority by teacher organizations; school boards are urged to support increased state aid and stronger, more specific bargaining statutes to protect their decision-making interest.

Monthly Labor Review

Gatewood, Lucian B., "Fact Finding in Teacher Disputes: The Wisconsin Experience," 97 (October, 1974), 47-51.

Teacher militancy is noted as a factor in the decline of fact finding in educational bargaining.

NOLPE School Law Journal

Howlett, Douglas W., "Class Size: A Mandatory Bargainable Issue?" 3 (February, 1973), 1-16.

Discussion of the ambiguity of the language of State statutes dealing with exact terms and conditions of employment; included are court cases involving the issue of class size as a condition of employment in public education.

Nation's Schools

Seitz, Reynolds C. "Teacher Negotiations: The Legal Issues," 87 (March 1971), 49-51.

Discussed are future trends and possible interpretations of bargaining statutes by the courts.

Nation's Schools

Zweiback, Richard, "Waht You Should Know About Avoiding Bias in Personnel Policies," 93 (June 1974), 18.

Specific answers to collective bargaining questions about monitored meetings, health benefits, attorneys at the bargaining table, and hiring demands.

Nation's Schools

Zweiback, Richard, "What You Should know About Writing Contract Clauses," 93 (April 1974) 10.

Issues discussed in writing a teaching contract include a no-strike clause, bargaining procedure, administration of welfare funds, and the use of "mutual understanding."

National Association of Secondary School Principals Bulletin

Anderson, Lester W., "The Management Team and Negotiations," 53 (October, 1969), 106-15.

Anderson outlines his management team concept as being one in which the superintendent involves all administrators in policy formulation, and lines of open communication at all levels are part of the administrative structure.

National Association of Secondary School Principals Bulletin

Nicholson, Everett W. and Roy R. Nasstrom, "The Impact of Collective Negotiations on Principals," 58 (October, 1974), 100-07.

A report on the recent numerous studies conducted on the roles and responsibilities of the principal in the bargaining process.

National Elementary Principal

McGinley, Daniel J. and Bernard F. Rafferty, "It's working Philadelphia: The Administrative Team," 53 (November-December, 1973), 25-28.

By using a written agreement defining certain rights of administrators, school management negotiators have developed stronger teamwork.

National Elementary Principal

Smith, David C., "The Impact of Negotiation on Instruction: Professional Negotiations and the Principal," 53 (May-June, 1974), 67-68.

The author urges the acceptance of collective bargaining as a process which will significantly affect instructional programming.

National Elementary Principal

Smith, David C., "What is Negotiable? Professional Negotiations," 53 (March-April 1974), 73-75.

Negotiators are recommended to establish the appropriateness of negotiation issues as a method of winning concessions.

National Review

"A Choice for Teachers," 25 (January 5, 1973), 18.

After strongly criticizing NEA and AFT for "politicization of their profession," this editorial recommends the National Association of Professional Educators as an alternative organization for educators.

The New Republic

Binzen, Peter, "School Strike," 168 (Marcy 17, 1973), 12.

The author hypothesizes that public schools in large urban centers mostly serve poor minority groups who are powerless in ending school strikes. The power structure, as in Philadelphia, is controlled by whites whose children usually attend private schools and are not directly affected by public school disruptions.

The New Republic

"Teacher Strikes," 162 (June 13, 1970), 8.

An editorial supporting the right to strike for public employees as a means to maintaining living standards equal to the private sector; jail sentences for strike leaders are condemned as ineffective and polarizing.

Newsweek

"Daley's Magic," 77 (January 25, 1971), 52.

A discussion of Mayor Richard Daley's intervention in settling the Chicago teachers strike of 1971; reasons why the strike was unpopular in the community are enumerated.

Newsweek

"Elephant in the House," 82 (August 27, 1973), 64.

An examination of Albert Shanker as labor leader and powerful AFT advocate in relationship to a proposed AFT-NEA merger.

Newsweek

"Parochial Pickets," 78 (December 13, 1971), 62-63.

An overview of 1971 lay teacher strikes in New York and San Francisco.

Newsweek

"Philadelphia Story," 81 (March 5, 1973), 64.

A report on the issues of 1973 Philadelphia teachers' strike and the threat of a general citywide work stoppage as a means to encourage a school settlement.

Newsweek

"Teachers and Unions," 80 (September 4, 1972), 54-55.

A report on the UFT power structure and the conflicts arising from the proposed UFT-NEA merger.

Parents Magazine

Bartel, Virginia, "When Teachers Strike," 46 (March, 1971), 68-70+.

Focusing on the 1971 Los Angeles school strike, the article lightly touches on general strike issues and suggests methods parents can take to alleviate school problems.

Pennsylvania School Journal

Solt, Elbert S., "Perceptives on Negotiations," 119 (November, 1970), 127.

Solt maintains that beneficial negotiations can be accomplished if school boards and management does not view negotiations as an erosion of their power and responsibility. Specific positive aspects of negotiation are discussed.

Personnel Journal

Colossi, Thomas R., "The Use of Modified MASA in Dispute Resolution," 53 (October, 1974), 761-6.

An evaluation of the National Aeronautics and Space Administration's simulation of real-life contract negotiations which was created to promote managerial teamwork.

Phi Delta Kappan

Doll, Ronald C., "The Multiple Forces Affecting Curriculum Change," 51 (March, 1970), 382-4.

Discussed among the forces affecting shifts for power over curriculum is militancy by teacher organizations.

Phi Delta Kappan

Lieberman, Myron, "The Future of Collective Negotiations," 53 (December, 1971), 214-16.

Lieberman examines the changes collective negotiations have made on teacher organizations and school power structures within a ten year period. Future developments are seen to be trends toward regional and statewide negotiation, federal bargaining legislation, and changes such as performance contracting which will alter existing employment relationships.

Phi Delta Kappan

Lieberman, Myron, "NEA-AFT Merger: Breakthrough in New York," 53 (June, 1972), 610-13.

The author outlines the events leading to the merger of NYSTA and UTNY and offers a personal assessment of its significance.

Phi Delta Kappan

Lindaman, Erick L., "Are Teachers' Salaries Improving?" 51 (April, 1970), 420-422.

In determining whether militancy has made salary gains for teachers since the 1930's, the author compared the average annual salary of public school teachers to annual per capita personal income payments. The conclusion reached is that teacher salaries have kept pace with other salaries, but relative gains have not been made.

Phi Delta Kappan

Miller, Irving, "An Administrator's Primer for a Teacher Strike," 55 (June, 1974), 698-699.

Inflation is viewed as possibly leading to more teacher strikes in the near future; administrators are advised to be carefully prepared.

Phi Delta Kappan

Munnelly, Robert J., "The Task After Negotiations," 52 (January, 1971), 275-77.

By thoroughly understanding the terms of a contract and establishing good communication, the author states that difficulties of working within the negotiated framework can be alleviated. The grievance and consultation approaches are examined as ways of dealing with disputes that arise.

Phi Delta Kappan

Sosnowsky, William P. and Tom W. Coleman, "Special Education in the Collective Bargaining Process," 52 (June, 1971), 610-613.

The article lists contract items dealing with the identification, referral, placement, discharge, and integration within regular classrooms of special education students. Also covered are teacher rights, personnel and curriculum development, and classroom procedure.

Phi Delta Kappan

Staudohar, Paul D., "Fact-Finding for Settlement of Teacher Labor Disputes," 51 (April, 1970), 422-25.

A summary of the legal status, procedure, criteria for decisions, costs, timing and problems of fact-finding.

Phi Delta Kappan

Wynn, Richard, "Collective Bargaining," 51 (April, 1970), 415-419.

Wynn contrasts a traditional collective bargaining model with one he terms "collective gaining," which is based on a climate of trust, cooperation, flexibility and intermittent timing.

Public Personnel Review

Kassem, M. Sami and Marcia L. Mutterer, "A Critique of Public Policy Toward Teacher Strikes and Some Alternatives," 32 (April, 1971), 82-86.

Anti-strike laws are expressed as being unfair and unproductive to teachers in that they limit their ability to bargain effectively. The authors suggest developing positive legal procedures, such as the joint committee and the non-stoppage strike, to preserve collective bargaining and maintain the public interest.

Saturday Review

Lieberman, Myron, "The Union Merger Movement: Will 3,500,000 Teachers Put It All Together?" 55 (June 24, 1972), 50-56.

Discussed are the issues which would influence the AFT-NEA merger; these include the power bases of the two organizations, the political implications, the historical differences, leadership and affiliation conflicts, and bargaining statutes.

Saturday Review World

Cass, James, "Education: Militant Teachers," 1 (February 9, 1974), 59.

Saturday Review World education editor discusses the economic and political pressures pushing teachers toward unity and possible organizational merger.

School and Society

Elkin, Sol M., "Another Look at Collective Negotiations for Professionals," 98 (March, 1970), 173-75.

By contrasting teaching to other professions, the author supports the need for collective action in education from a professional viewpoint.

School and Society

Fryburg, Estelle L., "Urban Education: Children's Attitudes During the New York City School Strike of 1968," 98 (November, 1970), 429-33.

By using a questionnaire to determine attitudes of upper middle-class students attending an interim school during the New York strike, the author concludes that generally positive feelings were maintained by the children for their teachers and the strike situation.

School and Society

Hayes, Melvin L., "Teacher Militancy: Teacher Strikes Reach Record Heights," 98 (November, 1970), 433-34.

A comparison of the data on teacher strikes in the sixties and a discussion of organizational trends for the seventies.

School and Society

Maguire, John W., "Professional Negotiations: State or Federal Legislation?" 98 (March, 1970), 176-77.

Because of the unevenness and inequities of State bargaining statutes covering educators, the author urges a national professional negotiations law to protect teachers and delineate bargaining procedures.

School and Society

"Organizations: Merger of NEA and AFT Locals," 98 (January, 1970), 15-16.

A look at the alliance agreement and possible implications of the Flint, Michigan merger of the local NEA and AFT affiliates.

School and Society

Vander Werf, Lester S., "Militancy and the Profession of Teaching," 98 (March, 1970), 171-173.

The author advocates directing the power of militance toward professional preparation, criteria for admission to teaching, and the elimination of incompetent teachers.

School Business Affairs

Hanson, Robert F., "Spotlight on Personnel: So You Want a Job in School Business?" 40 (April, 1974), 80-84.

Among the school personnel problems discussed are collective bargaining and teacher strikes.

School Management

Lieberman, Myron, "Negotiating with Middle Management," 14 (June, 1970), 10-11.

Defining middle management as those who have administrative-supervisory roles, the author discusses the difficulties and pitfalls of bargaining with and for this group in public education.

School Management

Lieberman, Myron, "What Merger Will Mean in Your Negotiations," 18 (February, 1974), 10-12.

The author discusses the implications of a merger between NEA and AFT.

Society

Conforti, Joseph M., "Racial Conflict in Central Cities: The Newark Teachers Strikes," 12 (November/December, 1974), 22-33.

A review of the issues, organizations and minority groups affecting the Newark teachers' strikes between 1963 and 1973.

Southern Journal of Educational Research

McGinn, William W., "Teacher Organizations and the Law," 8 (Summer, 1974), 301-315.

Discussion of the role of negotiations in education and their implications for administrators.

Theory Into Practice

Cunningham, Luvern L., "Collective Negotiations and the Principalship," 7 (April, 1968), 62-70.

The author advocates increased participation of principals in negotiations as a way to strengthen middle management and to re-evaluate administrative skills and duties.

Theory Into Practice

Howat, John J., "The Nature of Teacher Power and Teacher Attitudes Toward Certain Aspects of This Power," 7 (April, 1968), 51-56.

Because of increasing demands by teachers to become involved in school management, control and operation, the author predicts that the result will be either power accommodation or a possible trend toward creativity and advancement in education.

Time

"The 'Hortonville 84'," 103 (May 27, 1974), 80+.

This reporting of the 1974 Hortonville, Wisconsin teacher strike centers on the community's anti-union sentiment and the school board's mass firing of all striking teachers.

Time

"Quieter Opening Days," 100 (September 25, 1972), 74.

The article states that fewer and less violent teacher strikes do not signal the end of the school problems of funding and integration.

Time

"Savage Strike in Newark," 97 (April 19, 1971), 66.

A quick overview of the 1971 Newark teacher strike and the underlying racial hostilities involved.

Time

"School Forecast: Unseasonably Mild," 104 (September 16, 1974), 76.

The article contrasts the relative mildness and scarcity of teacher strikes in 1974 with past opening school years. Albert Shanker is quoted as blaming economic factors and lack of teacher political power as reasons for acceptance of small contract gains.

Time

"A Striking Proposition," 95 (April 27, 1970), 54.

California's declining state aid to education is suggested in this article as a major reason behind the 1970 Los Angeles teacher strike.

Today's Education

"Accomplishments in the 1972 Elections," 62 (January, 1973) 46-48.

A review of successful, NEA-supported candidates who advocate teacher power and influence.

Today's Education

"Governance is Integral to Accountability," 60 (April, 1971), 59-60.

Discussed is the proposed need for negotiation at the local level of noneconomic contract items, such as performance appraisal and curriculum development.

Today's Education

Law, Kenneth L., "The Real Heart of a Negotiated Agreement," 59 (February, 1970), 36-38.

The author judges the success of negotiation upon the day-to-day implementation of policies, contract terms, and grievance resolution.

Today's Education

"The Negotiation Game," 59 (April, 1970), 54-55.

Aimed at the vulnerable aspects of collective bargaining, the article makes satirical comments on squares of a cartoon illustrated game board.

Today's Education

Perry, Richard, "Achieving a Meeting of Minds," 59 (February, 1970), 34-35.

Discussed are the effects of the negotiators' attitudes on the bargained agreement, and the changes in personal relationships which can take place during negotiations.

Today's Education

"Special Feature on Professional Negotiation," 59 (February, 1970), 33.

A statement of policy toward negotiations as outlined in NEA's Continuing Resolution 33 (Professional Negotiation and Grievance Procedures).

Today's Education

"Teacher Opinion Poll: Should Teachers Strike?" 60 (February, 1971), 27.

This interpretation of data concerning teachers' attitudes toward strikes show 75% of teachers approve strikes under at least some circumstances. Included are comparisons of polls taken in previous years. Data may now be obsolete.

Today's Education

Van Delinder, Jr., Roy, and Robert H. St. Germain, "A Model Four-Stage Grievance Procedure," 59 (February, 1970), 38-40.

Since a contract is useful only if it is enforced, the authors focus on organization of local associations as a means to effectively implement agreements.

Updating School Board Policies

Olfson, Lewy, "When You Write Your Policy on Grievances: A Primer for the Prudent School Board," 5 (June, 1974), 1-5.

Boards of education are encouraged to take the initiative in developing carefully worded and well advised grievance procedures.

Vital Speeches

Flynn, Ralph J., "Teacher Power and American Education, 40 (September 15, 1974), 734-5.

Assuming that present collective bargaining is too narrow in scope to provide much actual power for teachers, Flynn advocates organizing political pressure to gain the financing needed to make changes in education.

PAMPHLETS

American Association of School Administrators (Washington, D.C.)

Critical Incidents in Negotiation, 1971, 101 pp.
ED 057 503

By using an imaginary dialogue framework to analyze labor management negotiations, the report is able to demonstrate significant incidents affecting the bargaining process.

Educational Research Service. Chief Negotiator for the Administrator - Board Team. Information Aid No. 3, 1970, 18 pp.
ED 041 374

To determine qualifications and a role definition for chief negotiators, the ERS polled 128 school systems where collective negotiations have taken place. A wide variety of descriptors and salaries were found assigned to negotiators. Alternate model describing full-time negotiating jobs are included here from seven systems.

Hanson, Kenneth and William J. Ellena. Teacher Tenure "Ain't" the Problem, 1973, 31 pp.
ED 072 522

Discussed are the administrative procedures that may replace the old concept of teacher tenure and how these procedures will affect collective negotiations and contracts.

The School Administrator and Negotiation, 1968, 84 pp.
ED 021 329

The booklet outlines the inherent issues, underlying principals, preparation and procedure concerning educational negotiations. How education collective bargaining may evolve in the future is also discussed.

Association for Supervision and Curriculum Development (Washington, D.C.)

Kinsella, Bernard W., et al. The Supervisor's Role in Negotiation: For the ASCD Commission on Problems of Supervisors and Curriculum Workers, 1969, 31 pp.
ED 035 080

Designed for administrators caught in the middle management dilemma of collective negotiations, this pamphlet attempts to define the supervisor's role and the pressures that affect school staff interaction. In addition, there is a collective bargaining model and a glossary of language used in negotiated contracts.

California Teachers Association (Burlingame, Ca.)

Negotiating Professional Standards, 1970, 18 pp.

Sample collective bargaining topics concerning professional standards are first discussed and then worded in specific contract language. The topics include student teaching, inservice education, assignment practices, and aides.

Case Western Reserve University (Cleveland, Ohio)

Baird, Robert N. and John H. Landon. The Effects of Collective Bargaining on Public School Teachers Salaries: A Comment. Department of Economics, 1971, 13 pp.
ED 047 395

This is a critical response to a study by Herschel Kasper which found that unionization had little relationship to average state salary levels. The authors object to Kasper's study being based on state rather than local data, and its lack of information about state school district structure which strongly affects unionization.

Educational Commission of States

Chanin, Robert H. Negotiations in Public Education: Developing a Legislative Framework. Report No. R-13, May, 1969, 35 pp.
ED 033 479

Before collective negotiations laws are drafted, the author urges in this report that a decision be made about teachers receiving separate or the same statutory treatment as other public employees. Other legislative considerations include type of employee recognition, knowledge of employee choice, and strikes and penalties.

Educational Service Bureau, Inc. (Washington, D.C.)

Hart, Jerry Lee. Evaluative Economics: A Process to Compensate Teachers Based on Evaluation of Student Accomplishment of Instructional Objectives, 1973, 29 pp.
ED 082 349

The author discusses the changes in the teacher union goals and leadership since the mid sixties and suggests that economic gain is the vulnerable factor in collective negotiations. The use of accountability as a manipulating tool is recommended in negotiating contracts.

Neal, Richard. Avoiding and Controlling Teacher Strikes, 1971, 88 pp.
ED 055 342

The author suggests methods for school boards to avoid teacher strikes through reasonable contract provisions. Also included are ideas on community relations and school authority in the event of a strike.

Neal, Richard G. Grievance Procedures and Grievance Arbitration in Public Education, 1971, 80 pp.
ED 063 657

Divided into two sections, this report discusses the various roles involved in grievance processing and the legal aspects of grievance arbitration. Included are a grievance formula and a sample grievance procedure.

Neal, Richard G. (ed.). Resolving Negotiations Impasses in Public Education, 1970, 64 pp.
ED 048 658

Written to help school management in resolving negotiations impasses, the pamphlet discusses methods of mediation and arbitration which might aid school boards. A sample case report and a New York Governor's Committee's recommendations on resolving disputes are included.

Negotiating Salaries. Vol. I, 1969, 54 pp.
ED 055 339

One of two parts, this volume deals with the theoretical concepts that are important in school salary negotiations.

Negotiating Salaries. Vol. II, 1970, 51 pp.
ED 055 339

The second of two parts, this pamphlet deals with the specific action and strategy of school salary bargaining.

Readings in Public School Collective Bargaining. Vol. I, 1971, 92 pp.
ED 063 655

Collective negotiations are approached from a variety of viewpoints in the first part of the book. The second half deals with a commission report and proposed laws on educational bargaining.

Readings in Public School Collective Bargaining. Vol. II, 1971, 69 pp.
ED 063 656

Covered are the different aspects of educational negotiations. Specific topics include State labor laws, teacher militancy, impasse resolution, changing roles, and public policy on teacher strikes.

Rhodes, Eric. Moving Away from the Index, 1970, 46 pp.
ED 054 515

Index salary scheduling, which is based on levels of teacher preparation and experience, can result in increasing budget and loss of authority situations from the school board's point of view. The author advocates several negotiation strategies to neutralize school management's problems with salary schedules.

Rhodes, Eric. Promotion and Transfer as Affected by Negotiated Agreement, 1971, 38 pp.
ED 056 417

The author discusses sample negotiation methods used to combat arbitrary transfer and to provide promotion opportunity considerations.

ERIC Clearinghouse on Educational Administration (Oregon University, Eugene)

Nolte, M. Chester. Status and Scope of Collective Bargaining in Public Education. State-of-the-Knowledge Series, Number Six, 1970, 62 pp.
ED 043 100

The heart of this publication is discussion of grievance procedures and state collective bargaining laws at this date. The history of collective negotiations and a comparison of it with traditional personnel administration are included.

Templeton, Ian. Principal's Role in Collective Negotiation. Educational Management Review Series No. 5, 1972, 8 pp.
ED 062 688

This is a discussion of role ambivalence of principals as they are increasingly by-passed in teacher-school board negotiations. Modification of the administrator's traditional bargaining role is reviewed.

Florida State University (Tallahassee, Florida)

Purrington, Gordon S. and Anthony S. Jones. Work Environment, Risk Taking, and the Walk-Out Behavior of Teachers. Final Report, 1970, 63 pp.
ED 052 169

This is a report of the testing of a conceptual model which postulated that dissatisfaction with intrinsic and extrinsic job factors influences teachers' decisions to strike. After establishing significant differences between 8 groups of teachers assigned together by the correlation of their scores on degrees of job satisfaction and risk taking propensity, the researchers found the model significantly predicted striking and non-striking behavior of the groups.

Harvard University (Cambridge, Mass.)

Simpkins, Edward. Problems, Issues and Techniques in the Resolution of School Disputes. A Report on the Collective Negotiations Institute, 1969, 1969, 51 pp.
ED 051 579

This report analyzes the various forms and workings of school disputes and discusses when they are best settled through negotiation. Specific situations are used to illustrate. The report recommends centers be created to deal with school disputes that arise internally and from the community.

National Association of Secondary School Principals (Washington, D.C.)

Ackerly, Robert L. and W. Stanfield Johnson. Critical Issues in Negotiations Legislation. Professional Negotiations Pamphlet No. 3, 1969, 40 pp.
ED 032 644

Outlined are the points which the NASSP view as critical criteria to be considered for state negotiation legislation. They include the role of the principal in negotiation, procedure for determining the bargaining agent, the statutory timetable for demands, bargaining and impasse procedure and permissability of strikes.

Bailey, Stephen K. Disruption in Urban Public Secondary Schools, 1970, 66 pp.

Teacher boycotts or strikes and politicalization of students are viewed as among the significant interruptions of education in high schools.

Epstein, Benjamin. Principals: An Organized Force for Leadership, 1974, 47 pp.
ED 090 697

Discussed in this pamphlet are the concerns, security and position of principals after years of teacher negotiations; suggestions for advancing the principal's position and an agenda for negotiations are included.

Epstein, Benjamin. What is Negotiable? Professional Negotiations Pamphlet Number One, 1969, 34 pp.
ED 032 624

As an alternative to the discussion of professional policy during collective negotiations, the NASSP urges that formal policy councils representing teachers and administration be established to make decisions in this area. Criteria are included in the pamphlet for determining whether negotiation demands are "professional problems" or "conditions of employment."

Kramer, Louis I. Principals and Grievance Procedure. Professional Negotiations Pamphlet Number Two, 1969, 37 pp.
ED 032 643

Offered are suggestions to guide principals in the construction of grievance clauses and the establishment of procedures in dealing with formal grievances. Included in the appendix are sample grievance procedure clauses.

Weldy, Gilbert R. Administrating a Negotiated Contract, 1973, 51 pp.
ED 078 571

Written for principals dealing with master contracts, this report covers bargaining preparations, typical administration and problems under the contract, and guidelines for principals anticipating contract administration.

National Education Association (Washington, D.C.)

Commission on Professional Rights and Responsibilities. Grievance Administration: Enforcing Teachers' Contract Rights, 1971, 94 pp.
ED 057 500

Evaluated are different grievance procedure models that can be chosen for contract negotiations.

The PR in PN for Education Associations, 1969, 40 pp.
ED 034 713

Effective public relations (PR) techniques are suggested for use during professional negotiations (PN) among educators. Included in the appendix are samples of news releases, ads, and written and taped communication for use in answering services.

Vaughn, Jeanette G. The Teacher's Day in Court: Review of 1969, 1970, 59 pp.
ED 070 152

Numerous cases on collective negotiations are included in these digests of 80 court decisions. Salary and contract litigation is also covered.

Vaughn, Jeanette G. The Teacher's Day in Court: Review of 1971, 1972, 131 pp.
ED 067 765

Of these digests of 179 court decisions, cases relating to professional negotiations are second most numerous. Other related categories include salary and contract disputes.

National School Boards Association (Waterford, Conn.)

Educational Policies Service. School Board Policies on Negotiations. /Educational Policies Development Kit/, 1972, 30 pp.
ED 072 510

Part of a series of kit-booklets, these negotiations samples deal with policy and the legality, objectives, roles, procedures and staff organization of collective bargaining in public education.

Purdue University (Lafayette, Indiana)

Urich, Ted. The Role of the School Principal in Collective Negotiations. Final Report, 57 pp.
ED 054 538

In measuring the correlation of agreement among rural, urban and central city superintendents, principals and teachers concerning a) the scope and structure of collective negotiations, and b) the principal's bargaining role, the study found role conflict. School management viewed the principal as one who should be aligned with the board of education. Secondary teachers did not support the principal's role as negotiator for both administration and the teacher organization. Elementary teachers supported the principal as both colleague and leader in negotiations.

Thealan Associates, Inc. (Albany, New York)

Teacher Contract Demands. Analysis and Response for the School Board Negotiator, 1970, 48 pp.
ED 078 52611

Written for school board negotiators, this handbook offers ways for management to deal with a wide range of teacher demands taken from real bargaining situations.

Utah Association of Secondary School Principals (Salt Lake City, Utah)

Hatch, Terrance E. Effective Participation of the Principal in Collective Negotiations, 1969, 44 pp.
ED 043 101

Advocating the protection of all involved in negotiations, this report includes a model collective bargaining law. Also discussed are guidelines for a management team agreement for administrators and school boards, and information for principals dealing with collective negotiation and grievance procedures.

SPECIAL ARTICLES

Bailey, James. "When Teachers Strike," pp. 3-6 in James Sawin (ed.). Personnel Administration: New Dimensions. Report of the Work Conference July 13-24, 1970. Denver University, Colorado School of Education, 1970.
ED 047 404

A resume of Bailey's discussion of strikes as negotiations weapons and the interest groups affected. The Denver school strike is used to characterize lack of compromise in negotiation, polarization, and tremendous role conflict for middle management.

Benson, George L. "The School Principal and Negotiations: A Middle Management Dilemma," Oregon School Study Council Bulletin, Vol. 13, No. 5, January, 1970. 23 p.
ED 079 845

The author states that the role of the principal is shifting due to pressure for change in the school system. The principal's success and job survival depend on advantageous use of negotiations and the creative application of public relations skills.

Fisher, James R. "The Relationship of Sex, Level, and Position of Oregon Educators to Attitudinal Statements that Deal with Collective Negotiations and Sanctions," Oregon School Study Council Bulletin, Vol. 13, No. 1, September, 1969. 35p.
ED 081 071

For this investigation, scores were obtained from a sample population of male, female elementary and secondary teachers and principals. Correlations were run to determine the relationship between scales of Progressivism and Traditionalism to Collective Negotiations and Sanctions. The most conclusive results appeared to show that "progressive" respondents tended to favor negotiations.

Green, Gary J. "Grievance Procedure Problems," Current Trends in School Law. Topeka, Kansas: National Organization on Legal Problems of Education, 1974.
ED 090 63611

This paper presents two cases pending in Minnesota involving grievance procedure. One deals specifically with difficulties in a negotiated contract including a legal grievance procedure.

Greiner, Sara,et al. "Collective Negotiations in Education," pp. 57-72 in James Sawin (ed.). Personnel Administration: New Dimensions. Report of the Work Conference July 13-24, 1970. Denver University, Colorado School of Education, 1970.
ED 047 404

Using the position that collective negotiations should be a continuing process rather than a yearly confrontation, this Task Force group defines negotiations from its historical and present legal situation, as a part of a communications breakdown, and as it is affected by the roles and research which emerge from it. Ways to resolve conflict and projections for the future are discussed.

Hinman, S.B., Jr. "Grievance Procedures for Teachers," Current Trends in School Law. Topeka, Kansas: National Organization on Legal Problems of Education, 1974. ED 090 63711

Hinman defines what a grievance is and gives the advised procedure in filing. Statutory requirements are acknowledged.

Kilgras, Donald C. "Administration as an Adversary Role: Bargaining -- Collective Negotiations," Oregon School Study Council Bulletin, Vol. 16, No. 8, April, 1973. 30 p.
ED 078 541

Kilgras discusses negotiation legislation, issues, and basic law dealing with bargaining by public employees. Also included are approaches and alternatives to bargaining, the process involved, and areas of special concern in negotiations. The author stresses competence in conflict resolution and bargaining as an important skill for administrators in the future.

Linn, John Phillip. "The Arbitration of Employee Grievances," pp. 7-17 in James Sawin (ed.). Personnel Administration: New Dimensions. Report of the Work Conference July 13-24, 1970. Denver University, Colorado School of Education, 1970.
ED 047 404

Linn advocates reviewing the ways the private sector deals with grievances as guidelines for public school employees. Included is a real arbitration case report.

Partridge, Arthur R. "Collective Bargaining Alternatives," Current Trends in School Law. Topeka, Kansas: National Organization on Legal Problems of Education, 1974.
ED 090 02311

Partridge suggests, as a part of the bargaining process, the use of a pre-negotiations conference to define and exchange the most important problems to be negotiated. The results of the procedures being applied to a real educational bargaining situation are included.

Stein, James T. "Negotiating with School Administrators," Current Trends in School Law. Topeka, Kansas: National Organization on Legal Problems of Education, 1974.
ED 090 63511

This seven page paper discusses some of the issues in administrator negotiations and the establishment of ground rules for performance within the negotiated contract.

Svoboda, Joe, et al. "Teacher Power," pp. 46-56 in James Sawin (ed.). Personnel Administration: New Dimensions. Report of the Work Conference July 13-24, 1970. Denver University, Colorado School of Education, 1970.

After an overview of the historically recent development of teacher power, the article discusses how such power was established, what forms it takes, and its checks and balances. The conclusion points to future developments such as a possible merger of teacher organizations, State level negotiations, and more defined roles.

SPECIAL PAPERS, ADDRESSES, AND MEMORANDA

Brant, Elizabeth. "Teacher Strikes, Work Stoppages, and Interruptions of Service, 1969-1970." Washington, D.C.: National Education Association, Research Division, Research Memo, August, 1970, 13 pp.
ED 070 157

Tables provide data on man-days, organizations, dates and states involved in school strikes, and a system by system listing of the strikes during 1969 and 1970.

Covington, Richard. "Teacher Strikes, Work Stoppages, and Interuptions of Service, 1970-1971." Washington, D.C.: National Education Association, Research Division, Research Memo, December, 1971, 10 pp.
ED 070 159

Tables provide data on man-days, organizations, dates and states involved in school strikes, and a system by system listing of the strikes during 1970 and 1971.

Craft, James A., et al. "Employee Relations in the Academic Setting." The Public Employee Relations Library Series Number 15, Public Personnel Association, 1969.

A study of the role of the principal in bargaining, the internal dynamics of local education associations, and the national implications of teacher unionization.

"Crisis Response. A Report of Activities of the Center for Urban Education During the School Strikes in New York City in the Fall of 1968." New York: Center for Urban Education, December, 1969, 224 pp.
ED 088 194

This is a report on the action taken by the Center for Urban Education (research and development branch of the U.S. Office of Education in the New York region) in response to the 1968 New York school strikes. Educational projects developed range from video and parent instruction to workshops on post strike problems and a survey of community attitudes.

Davey, Harold W. "Improving Grievance Arbitration. The Practitioners Speak," Working Paper 1973-07. Ames, Iowa: Iowa State University of Science and Technology, Industrial Relations Center, 1973, 37 pp.
ED 087 903

The author examines the several ways in which grievance arbitration malfunctions and restricts his findings to the arbitration step in contract administration. The study is based on a review of the literature and interviews and correspondence with management and union practioners. What rights a practioner should be able to expect from the arbitrator is also listed.

Davies, Paul R. and Charles E. Kline. "Collective Negotiations and Teacher Satisfaction in Selected Indiana Secondary Schools." Paper presented before the 58th annual meeting of the American Educational Research Association, New Orleans, 1973, 41 pp.
ED 078 556

This study sought to determine whether differences in bargaining procedures are related to differences in teacher satisfaction or morale. Three negotiations were used among the 40 schools in the random sample, and the Purdue Teacher Opinionaire was used to measure moral under the specific bargaining procedures.

Dempsey, Richard A. "Negotiations: The Road Ahead." Paper presented at the 57th Annual Convention of Secondary School Principals, Dallas, Texas, 1973, 5 pp.
ED 075 956

The author offers several alternate bargaining positions for principals as they become more closely allied with management concerning negotiations.

Doherty, Robert E. "State Assumption of School Costs and Collective Bargaining Structure." Paper presented at the National Symposium on State School Finance Reform, Washington, D.C., 1973.
ED 084 686

If the state becomes the primary financial source of public education, it would necessarily assume the responsibility of employer for collective bargaining. This paper discusses the general implications of such a situation and the specific issues that would arise.

Dubel, Robert Y. "Collective Negotiations: 'Why Didn't Someone Tell Me?'" Paper presented at the 104th annual conference of the American Association of School Administrators, Atlantic City, New Jersey, 1972.
ED 061 612

After a comparison of bargaining in the public and private sector, the author recommends that school boards use the General Electric plan developed in the 1940's in which careful research preceeds negotiations and little modification is made at the bargaining table.

Ellman, Erwin B. "Is the Agency Shop Appropriate for Negotiated Settlements in Public Education?" 1971, 13 pp.
ED 065 926

Using examples from the private sector, the author contends that agency shops in public education would lead to a more businesslike relationship between unions and management. The legality of agency shops is also discussed.

"ERIC Abstracts: A Collection of ERIC Document Resumes on Collective Negotiations and the Administrator." ERIC Abstracts Series, Number 21, September 1972, 25 pp.
ED 070 175

Included in the documents are tactics for negotiations, administrators' roles, management teams and demands, simulated negotiations sessions, and strategies for impasses.

Gilray, Thomas P. (ed.). "Dispute Settlement in the Public Sector." Research Series I. Iowa University, Iowa City. Center for Labor and Management, 1972, 64 pp.
ED 060 565

A collection of articles dealing with bargaining impasses, representation, and the establishment of bargaining units.

Gilray, Thomas P. and Anthony V. Sinicropi. "Collective Negotiations and Public Administration." Conference on Collective Negotiations and Public Administration, Iowa City, 1970. Conference Series Number 15. Iowa University, Iowa City. Center for Labor and Management, 72 pp.
ED 055 363

A collection of conference papers dealing with the collective negotiations problems faced by public administrators. Two papers focus specifically on public education and the role of the school superintendent.

Halverson, Jerry F. "The Analysis of a Strike." Paper presented to the 16th annual meeting of the National Organization on Legal Problems of Education, New Orleans, La., 1970.
ED 046 068

Viewing the 1970 Los Angeles teacher strike from the board of education's position, this report attempts to analyze the prior events, negotiations, and results of the strike. The conclusion is that more specific educational collective bargaining laws need to be passed.

Heddinger, Fred M. "The School Board Looks at the Status of Principal." Speech given before the 38th Annual Meeting of the Association of Secondary School Principals, Carlisle, Pennsylvania, 1973, 10 pp.
ED 085 853

The author takes the position that principals are the crucial administrators who must protect educational public policy from being defined during collective negotiations.

Hixon, Richard A. "A Position Paper." Speech given for a Collective Negotiation Education Workshop, University of Toledo, August 2, 1968, Washington, D.C.: American Federation of Teachers, Department of Colleges and Universities, 1968, 13 pp.
ED 024 372

This position paper covers possible problems in collective negotiations as well as the most ideal bargaining situations in which both sides can work most profitably.

Howat, John J. "The Processes of Face-to-Face Negotiation." Address to the National Conference-Workshop on Professional Negotiations, Bloomington, Indiana, June, 1968, Bloomington: National Institute for the Study of Educational Change, 1968, 16 pp.
ED 024 107

The author reviews major stumbling blocks to successful collective negotiations. They include outmoded, paternal administrative leadership, revolutionary rather than evolutionary bargaining, the use of the strike as the only viable bargaining tool for teachers, and the unclear role of school administrators in the negotiating process. Three examples of face-to-face negotiations are evaluated.

Jackson, Shirley. "Shared Curriculum Decision Making and Professional Negotiations. A Position Paper." Normal: Illinois Association for Supervision and Curriculum Development, 1971, 23 pp.
ED 083 731

Previously, professional negotiations have dealt with conditions of employment such as salary and health benefits. This report suggests that curriculum will be the next major area of bargaining.

Johnson, Herbert F. "Collective Negotiations in Public Schools." Paper presented to the National Association of State Boards of Education, Salt Lake City, Utah, October 8, 1968, 10 pp.
ED 024 146

Johnson discusses the changing climate for administrators in public schools. No longer do law and authority alone determine public school policy and there is a different employer - employee relationship between teachers and school boards.

Johnson, Herbert J., et al. "Cooperative Negotiations in Education." A Report of Proceedings of the Conference on Teacher-School Board Relations in Suffolk County, Relations, Suffolk County Regional Center, 1969.
ED 031 776

Containing three addresses, these proceedings outline the broad concerns and several structural and functional recommendations for dealing with negotiations problems. The approaches stress cooperation and are geared for use at the district level.

Keely, Charles B., et al. "Teacher Characteristics and Collective Bargaining Militancy." Paper presented at the 58th Annual Meeting of the American Educational Research Association, New Orleans, Louisiana, 1973, 41 pp.
ED 074 604

The authors describe the use of the Automatic Interaction Detection technique in an attempt to develop a predictive model of teacher militancy. The authors propose that their research findings weaken the contention that union militancy damages the professionalism of teachers.

Knighton, Burton E. "A Cooperative Management System for Negotiations Information and Communication." Speech presented at the 104th annual convention of American Association of School Administrators, Atlantic City, New Jersey, 1972, 4 pp.
ED 059 180

The author discusses why the Detroit area school management organized the Office of Collective Negotiations in the Bureau of School Studies and its specific developments in the field of educational bargaining.

Krchniak, Stafon P. and Frank W. Lutz. "The Organizational Choice of Beginning Teachers in Districts with Competing NEA and AFT Affiliates, 1970." Paper presented at the annual meeting of the American Educational Research Association, Minneapolis, 1970.
ED 039 188

Based on a questionnaire returned by 178 beginning teachers, the study sought to find why and how new teachers join professional organizations. Findings seem to show that the teachers are influenced by which organization is currently in power, which has active recruitment, and which is the group that esteemed peers or friends belong to. Further research is suggested.

Medford, Robert E. and Cecil Misdel. "The Professional Negotiator: Role Conflict, Role Ambiquity and Motivation to Work." Paper presented at the 58th Annual Meeting of the American Educational Research Association, New Orleans, Louisiana, February, 1973, 22 pp.
ED 075 929

The study presented deals with the relationship of role conflict, role ambiquity, and motivation of teacher-negotiators.

Miskel, Cecil. "Teacher and Administrator Attitudes Toward Collective Negotiation Issues." Paper presented at the 58th Annual Meeting of the American Educational Research Association, New Orleans, Louisiana, February, 1973, 14 pp.
ED 074 624

After attempting to relate certain attitudes and demographic information of educators to the bargaining process, the author concludes that such variables are poor predictors of the relative significance of negotiation issues to teachers and administrators.

Nelson, Frankie Beth, et al. "Negotiating for Professionalism." Papers presented at the 20th National Teacher Educational and Professional Standards Conference, Washington, D.C., 1969, National Education Association, 1970, 81 pp.
ED 044 367

This is a compilation of the conference papers dealing with the dilemma and relationship of collective bargaining and professionalism. The appendix contains 40 reported inhibitors of teacher professionalism.

Peterson, Leroy J. "Centralized Negotiations for Teachers' Salaries. Implications for the United States." 1971, 15 pp.
ED 057 497

Peterson reports on the practice of nationwide contract negotiation in six European countries and the implications for American statewide negotiations.

Peterson, Richard B. "Teacher Attitudes Toward Professionalism, Job Satisfaction and Collective Negotiations: A Cross-Cultural Study. Final Report." Office of Education (DHEW), Washington, D.C.: Bureau of Research. 1972, 139 pp.
ED 063 279

Developed from a questionnaire sent to 2,000 teachers and principals in Washington State and Sweden, this study isolated significant attitudinal relationships, one of which being compatability between collective negotiations, professionalism and job satisfaction.

Phillips, William M., Jr., and Joseph M. Conforti. "Social Conflict: Teacher Strikes in Newark, 1964-1971. An Issue Paper on a Topical Subject in Education." Trenton: New Jersey State Department of Education, Division of Research, Planning, and Evaluation, 1972, 89 pp.
ED 073 519

The authors attempt to uncover why social conflict in Newark became focused on school system. Strike issues and episodes and their implications on future education in Newark and elsewhere are discussed.

Redfern, George B. "The Art of Negotiation." Paper presented to the annual meeting of the American Association of School Administrators, Atlantic City, New Jersey, 1968, 19 pp.
ED 021 332

Outlined in this paper are the general elements which affect the climate of negotiations. They include the historical and current status of the relationships between teachers and management, legal constraints, and philosophical and personal biases.

Redfern, George B. "School Management: Administrator Union or Management Team?" Paper presented at the 104th annual convention of the American Association of School Administrators, Atlantic City, New Jersey, 1972, 13 pp.
ED 061 611

The author deals with the role dilemma faced by school middle management, why they may join separate unions, and what school boards can do to maintain management solidarity.

Roberts, George F. "Role Choice of Chief School Officers in Collective Negotiations: Analysis and Description." Paper presented at the 55th annual meeting of the American Educational Research Association, New York, 1971.
ED 046 134

This partial study attempted to verify Gross' theory of role conflict resolution with middle management administrators involved in collective negotiations. The conclusions are that the Gross theory is applicable, that chief school officers (board negotiator, teacher spokesman, board-staff mediator, and consultant-at-large) are faced with incompatable roles and will increasingly identify with board positions. More research is suggested.

Ross, Doris M. "1972 Legislation and Achievements Related to Teachers and Other School Personnel." Research Brief Number 4, Denver: Education Commission of the States, Colorado Department of Research and Information Services, 1973, 52 pp.
ED 077 861

Achievements and legislation affecting educators in 1972 are enumerated. Information was collected through questionnaires sent in October, 1972, to all state departments of education and related educational agencies. Collective bargaining is one of seven topics covered.

Smith, Robert A. and Frank H. Fox. "Expressed Attitude of Teachers Toward Negotiation: A Factor Analytic Study." Paper presented at the 55th Annual Meeting of the American Educational Research Association, New York, 1971, 12 pp.
ED 048 628

Designed as an instrument to predict support and involvement of teachers in negotiations, the paper implies that teachers are more concerned about professional duties as contract items than those dealing with working conditions.

Sperling, John G. "Collective Bargaining and the Teaching - Learning Process." QUEST Paper II. American Federation of Teachers, Washington, D.C., 1970, 13 pp.
ED 043 568

The author advocates that curriculum development and instruction can be positively influenced by collective bargaining if it empowers local schools, rather than state agencies, to have more control over the teaching-learning process. The appendices include collective bargaining agreements which have provisions about curriculum control.

Spuck, Dennis W., et al. "Unified Salary Schedule Analysis Program," Madison: Wisconsin University, Department of Educational Administration, 1971, 82 pp.
ED 073 689

The authors have designed a computer program to provide broad financial information about any negotiated salary proposal. The input deck structure, the program process and output are described in the appendixes.

"State Profiles: Current Status of Public Sector Labor Relations." Labor Management Services Administration (DOL), Washington, D.C.: Division of Public Employee Labor Relations, 1972, 108 pp.
ED 064 481

This is a guide summarizing state labor relations laws which cover public employees. Laws to date of publish are delineated by state, and demographic information is included.

Thornton, Robert J. Collective Negotiations and Teachers' Salaries: A Survey of the Evidence, 1972, 9 pp.
ED 075 360

How teacher salaries are affected by collective bargaining is examined through three studies covering the relationship between negotiation and Michigan teacher salaries, negotiations and average state salaries, and negotiations and salaries in large cities.

Vantine, A. Williams. "Implications of Negotiation Theory for Bargaining Between Teachers and School Boards." Paper presented at the 55th annual meeting of the American Educational Research Association, 1971, 20 pp.
ED 050 442

By objectifying bargaining methods and drawing on concepts from game theory, labor negotiations, and theories of conflict resolution, this study attempted to develop a "changing utility model" to plot developments in the bargaining process.

Dissertations and Theses

Almo, Charles D. "The Reactions of Principals to the Effects of Collective Bargaining on the Decision-Making Structure of Public Schools," Northwestern University, 1974.

Using data collected from 302 principals of a large Midwestern City, the study found that principals feel that collective bargaining has eroded their authority and their ability to fulfill responsibilities, and has left their interests unguarded and excluded from the negotiating table. Therefore, they support representations of their interests by an independent organization.

DeGregorio, John F. "The Relationship of the Use of Outside Professional Negotiators in Collective Negotiations in Education and Impasse," New York University, 1973

Conducted in New York during the first three years of the Public Employees Fair Employment Act (Taylor Law) the study found a correlation between the use of professional negotiators and impasse. The data also showed a reduction of participation by school boards and superintendents under the Taylor Law.

Lohr, Seibert R. "Perceptions of School Negotiators Toward Specific Provisions in Collective Negotiation Models," The University of Michigan, 1973.

Conclusions reached through this investigation are that the negotiator role and years of experience are more influencial on negotiators' perceptions than school district type and impasse experience.

Noda, Grace, "Collective Negotiations for Curriculum and Instructional Change," Ohio State University, 1972

Concluded from this investigation is that "the developmental stages of collective negotiations are related to the teacher's hierarchy of needs." Collective negotiations are viewed as developmental and as not yet reaching the degree of maturity regarded as professional.

Odom, Boyd D. "The Legal Aspects of Binding Arbitration as a Means of Resolving Impasse in Collective Negotiation of Contracts Between School Boards and Public School Employees," Georgia State University, 1974.

From the research of contracts using binding arbitration, the author designed a permissive rather than mandatory or prohibitive model State statute concerning collective negotiations.

Roby, Ray H. "Identification, Analysis and Comparison of the Opinions of Groups of Selected State Leaders in Education Concerning Collective Bargaining Statutes in Twenty-Nine States," University of Southern Mississippi, 1974.

Using an opinionnaire, this study found that few respondents considered their state's legislation adequate in specific identification of bargaining items, strike and sanction provisions, impasse procedure, and definition of roles. Other areas pertinent to collective bargaining legislation is discussed.

Sessions, Frank H., "Divergence and Convergence of Connotative Meaning as Attibuted to School Related Concepts by Interested Groups in Strike and Non-Strike School Districts," Kent State University, 1974.

A comparison of attitudes of teachers, administrators, and school board members of school districts which have experienced strikes and those which have not.

Stout, Ray L., "Organizational Influence on Teacher Leadership Perception," Oklahoma University, 1968.

The author sought to determine whether the way teachers choose leaders and view their roles are related to their local associations and school administration. The findings of the study seem to show that salary negotiations are often accompanied by teacher's seeing their role as less professional and less bureaucratic.

Ticken, Arlen R. "The Position of the School Principal as an Entity in Collective Negotiations as Perceived by Principals in Seven Selected States," Texas A & M University, 1973.

Using data collected from 302 principals of a large Midwestern city, the study found that principals feel collective bargaining has eroded their authority and ability to fulfill responsibilities, and has left their interests unguarded at the negotiating table. Therefore, they support representation by an independent organization.

Toth, Floyd D., "Attitudes of Educators Toward Collective Negotiations," University of Missouri - Columbia, 1974.

Findings from this study show that teachers are more positive toward and supporting of collective bargaining, especially in areas of AFT unionization. However, their attitudes did not seem noticably influenced by whether teachers worked in districts with or without collective bargaining.

Tynes, Ronald C. "A study of the Opinions of School Groups in Missouri Regarding Selected Issues on Collective Negotiations," University of Missouri - Columbia, 1973.

Agreement was found among all the groups of educators surveyed concerning role of the principal in negotiations. However, there was a general conflict of opinion between administrators and classroom teachers about specific issues of collective bargaining and the establishment of collective negotiations statutes.

Warren, Samuel W. "Striking Teachers: Professionalism and Bureaucracy," Columbia University, 1974.

This study found that personal characteristics, status traits, teacher organization membership, peer pressure, and attitudes toward the bureaucratic structure of the school appear to be related to the striking behavior of teachers.

AUDIO-VISUAL MATERIALS

Films

Contract Negotiation Techniques, 1973 (30 Min.) (produced by United States Air Force; distributed by Norwood Films) black and white, 16 mm.

An examination of the importance of fact finding and correct and incorrect procedures to use in collective negotiations; designed for industry but may be of general use to educators.

Solving Impasses in Educational Negotiations, 1969. (30 min.) (Education Service Bureau, Inc.,) color, 16 mm.

Points out the possible usefulness of a third party in settling teacher salary disputes between teachers and school boards.

Gaming Materials

Collective Bargaining produced by 1) Didactic Systems, Inc.; 2) Science Research Associates, Inc., 1968

Created for managers and supervisors inexperienced in collective bargaining; emphasis is on political and economic aspects of bargaining and the need for carefully worded contracts. Designed by: Erwin Rausch

Collective Bargaining (Economic Decision Games Series) produced by 1) Science Research Associates, Inc.; 2) Didactic Systems, Inc., 1968

Simulation of bargaining table conditions. Designed by: Edwin Rausch.

Grievances

Produced by Nation's Schools, 1969. Designed by Arthur Shapiro, et al. Developed specifically for educational personnel to help them deal with conflict in a non-descriptive way.

The Monroe City Negotiations Simulation. Produced by University Council for Educational Administration, 1975.

Designed as a one to five day simulation experience of face-to face bargaining encounters in professional negotiations.

The Monroe City Schools Impasse Simulation Game. Produced by: University Council for Educational Administration, 1975.

Simulation of impasse procedures of mediation and fact finding through third party intervention.

Professional Negotiations in Education: A Bargaining Game. Produced by: Charles E. Merrill Publishing Company. Designed by:: John J. Howat, Indiana University UCEA Articulated Media Project. 1968

Situations relating to bargaining between teacher organizations and school district negotiators are simulated.

Settle or Strike. Produced by: Games Central, 1972. Designed by: Abt Associates, Inc.

Simulation of collective bargaining between a union and a private company; contractual agreements and issues may paralled those in the public sector.

BOOKS

Abubadika, Mwlina I. The Education of Sonny Carson. New York: W. W. Norton and Company, Inc., 1972.

An autobiographical assessment of a CORE member's involvement with the New York City school system and predilection for community control of schools in the 1968 teacher strike.

Andre, Robert. The Art of Negotiation: Roles, Games, Logic. Lexington, Mass. D.C. Heath and Co., 1971.

Divided into three parts, this volume examines the roles and statues of all involved in bargaining, the behavior they employ, and the philosophy behind their actions. Actual bargaining cases are included in the appendices.

Andree, Robert G. Collective Negotiations: A Guide to School Board - Teacher Realtions. Lexington, Massachusetts: D. C. Heath and Company, 1970.

A comprehensive approach to bargaining in public education; included are discussions of the rights and obligations of teachers and school boards, uses of computers and systems analysis in negotiations, the role of the negotiator, and development of no-crisis bargaining.

Ashby, Lloyd et al. Common Sense in Negotiations in Public Education. Danville, Illinois: The Interstate Printers & Publishers, Inc., 1972.

A practical, efficient summary of the important aspects of bargaining in public education. Specific chapters deal with advantages and disadvantages of various approaches to the bargaining process, impasse resolution, positive and effective behavior and attitudes, and alternatives to bargaining.

Berube, Maurice R. and Marilyn Gittell: Confrontation at Ocean Hill - Brownsville: The New York School Strikes of 1968, New York: Frederick A. Praeger, Publishers, 1969.

A collection of documents, essays and analyses dealing with the confrontations, anti-semitism and racism, decentralization and community control issues involved in the 1968 teacher strike in New York.

Blum, Albert A. (ed). Teacher Unions and Associations: A Comparative Study. Chicago: University of Illinois Press, 1969.

An overview of the goals, tactics and conflicts of teacher organizations in Canada, England, West Germany, India, Japan, Mexico, Nigeria, Thailand and the United States at the end of the sixties.

Braun, Robert J. Teachers and Power: The Story of the American Federation of Teachers. New York: Simon and Schuster, 1972.

Besides tracing the history of the AFT, the book explores the fight for control of public schools by school boards, NEA, and AFT. Students are seen as victims of this process, and the author's solution to politicization and power struggles is responsible community involvement.

Burke, Vincent. Teachers in Turmoil Baltimore: Penguin Books, Inc, 1971.

An examination of teacher militancy and unionization in Great Britain.

Carlton, Patrick W. and Harold I. Goodwin. The Collective Dilemma: Negotiations in Education. Worthington, Ohio: Charles A. Jones Publishing Company, 1969.

Divided into three parts, this volume deals with the historical perspectives of power struggles in education, the practical problems and issues of militancy as seen by negotiators, and analyses of teacher power and private sector bargaining.

Carter, Barbara. Pickets, Parents and Power: The Story Behind the New York City Teachers Strike. New York: Citation Press, 1971.

A chronological study of the events, issues and personalities involved in the 1968 New York City Teacher Strike. The author catches the strong emotional tone of the situation with a journalistic, rather than academic, style.

Cole, Stephen. The Unionization of Teachers: A Case History of the UFT. New York: Praeger Publishers, 1969.

A socialogical analysis of the history, growth and ideologies of the UFT in New York City.

Corwin, Ronald G. Militant Professionalism: A Study of Organizational Conflict in High Schools. New York: Appleton - Century - Crafts, 1970.

A revised edition of two federally funded reports dealing with staff conflicts, this volume covers the theory, organizational factors and characteristics, and problems of teacher militancy.

Dashill, Dick (ed). How to Negotiate: A Handbook for Local Teacher Associations. Washington D.C; National Education Association. 1969. 58 pp.

Divided into ten chapters and written for a negotiating team representing teachers, this handbook discusses who has the authority and qualifications to negotiate contracts, organization and supportive action guidelines, planning and research involved in negotiations, bargaining, table procedure and ratification. The NEA resolution on negotiations, appropriate articles for a master contract and a research bibliography are included.
ED 034 727

Department of Elementary School Principals. Professional Negotiations and the Principalship. Washington, D.C.: National Education Association, 1969. 253 pp.

This is a collection of 16 articles aimed at making principals more sensitive and competent in dealing with the negotiation process. Specific areas cover trends, guidelines and techniques concerning bargaining. Creative approaches are encouraged. Included in the appendices are a glossary and several sample contracts.
ED 035 075

Kent Handbook of Negotiation Information. Grand Rapids, Michigan: Kent Intermediate School District, 1970. 346 p.

This is an analytic breakdown of sample agreements negotiated in the East Grand Rapids area school districts.
ED 055 333

Hattleman, Girard D. et al. Negotiation for Improvement of the Profession. A Handbook for Local Teachers Association Negotiators. Washington, D.C.: National Education Association, 1971. 94 pp.

Designed by the National Commission on Teacher Education and Professional Standards for local organizations whose basic contract provisions have been established, this handbook covers more extensive areas of negotiation such as instructional, personnel, evaluational, and professional development.
ED 055 057

Hill, Thomas W. et al. Collective Bargaining Guide for School Administrators. A Dartnell Management Guide. Chicago: The Dartnell Institute of Educational Research, 1971. 251 pp.

A looseleaf, indexed handbook that covers a variety of bargaining tactics in dealing with union proposals, key issues, third party intervention, strikes, and contract language.
ED 064 775

Igoe, Joseph A. and Douglas M. Flynn. The School Board Negotiator: Guidelines for effective Teacher Negotiations. Albany, N.Y.: Thealan Associates, Inc., 1972. 187 pp.

The authors discuss the personnel, issues, tactics and procedures involved in collective bargaining and teacher strikes.
ED 078 52511

Laws and Proposals affecting Public School Negotiations. Volume II: State Bargaining Laws Covering School Employees. Washington, D.C.: Educational Service Bureau, Inc., 1970. 144 pp.

This book quotes the statutory citations and laws of the 24 states with collective bargaining laws affecting educators. It is usable mainly as a reference but now may be dated.
ED 044 775

Mayer, Martin. The Teachers Strike: New York, 1968. New York: Harper & Row, 1969.

The author takes the position that the New York Teacher's Strike was not inevitable and that it is the "worst disaster" New York City has experienced in his lifetime. He attempts to evaluate the events of the strike and assess responsibility.

Miller, Etta and Richard Zamoff. An Analy is of Two Teachers Unions Contracts with Large Urban School Systems. New York: Center for Urban Education, 1969. 153 pp.

This report deals generally with contract negotiations between urban school systems and newly impowered teacher organizations. The specific focus is on the impact of the contracts negotiated in New York City and Detroit following the 1967-68 school strikes, and the factors affecting union and management bargaining in both cities.
ED 088 239

Miller, William C. and David N. Newbury. Teacher Negotiations: A Guide for Bargaining Teams. West Nyack, New York: Parker Publishing Company, Inc., 1970.

A handbook for professional negotiators; the authors central theme of bargaining is that all propositions should be based on the assumption that schools exist first and foremost for educating children.

Myers, Donald A. Teacher Power: Professionalization and Collective Bargaining. Lexington, Massachusetts: D.C. Heath and Co., 1973.

A definitive technical compilation of recent trends and theories concerning the status of teachers. The author rejects professionalism as an ideology. Collective bargaining and strikes, politicization, and membership in educational organizations and unions are among recommendations for improving the teachers' position.
ED 078 507

New Jersey School Boards Association. Journal of the Proceedings School Law Forum. Speeches given before the Associations School Law Forum, Atlantic City, October 19, 1972, Trenton: The Association, 1972, 148 p.

Included in the eight speeches given at the School Law Forum are the topics of drafting a management grievance clause proper evidence and strategy in processing a grievance, arbitration and the restraint of arbitration.
ED 078 507

O'Neil, Roy J. Counterproposals for School Boards in Teacher Organizations to Balance the Power at the Bargaining Table. Aurora, Illinois: Countersearch, 1972. 255 pp.

Presented is a selection of countermeasures for boards of education to use in dealing with teacher militancy. The author is concerned with adequate civic control of public schools.
ED 072 515

Perry, Charles R. and Wesley A. Wildman. The Impact of Negotiations in Public Education: The Evidence from the Schools: Worthington, Ohio: Charles A. Jones Publishing Co., 1970.

Resulting from investigations of school districts across the nation, this study deals with the unresolved legal and public policy problems of collective bargaining in education, the political and strategic maneuving involved, the impact of bargaining on working conditions, and projected trends in future bargaining.

Peterson, Leroy J. Centralized Negotiations of Salaries of Professional Staff in Education. Madison, Wisconsin: Department of Educational Administration, Wisconsin University, 1972. 126 pp.

From interviews with representatives from England, Scotland, France, Sweden, Denmark and Norway, this study concludes that centralized negotiations are superior to those conducted by individual schools. Guidelines are taken from the six European countries for implementation of statewide negotiations.
ED 078 560

Rosenthal, Alan. Pedagogues and Power: Teacher Groups in School Politics. Syracuse, New York: Syracuse, University Press, 1969.

Concentrating on the major political characteristics of teacher groups and factors leading to their emergence as a powerful force in education, the author describes why and how teacher organizations develop in large cities.

Shreeve, William (ed). Negotiations in Public Education, Cheney, Washington: Eastern Washington State College, 1969. 298 pp.

Covered in this collection of 27 authors are several areas of collective bargaining. They include the necessary skills and authority of management, an overview of the past and present status of negotiations in public education, teacher union positions, scope and procedure, and other relative factors such as legislation and school financing. Research in developing negotiations procedures is also discussed. ED 033 475

Sturmthal, Adolf. Comparative Labor Movements: Ideological Roots and Institutional Development. Belmont, California: Wadsworth Publishing Company, Inc., 1972.

An introduction to the different practices, idealogies and outcomes of labor movements and collective bargaining in other countries.

Urofsky, Melvin I. (ed). Why Teachers Strike: Teachers' Rights and Community Control. Garden City, New York: Doubleday & Company, Inc., 1970.

A collection of essays by prominent leaders involved in the Ocean Hill-Brownsville controversy and resulting 1969 New York strike by teachers.

Vogts, Christopher R. and Robert B. Stone. Anatomy of a Teacher Strike: Case History of Teacher Militancy and How a Board of Education Coped with it. West Nyack, New York: Parker Publishing Company, Inc., 1969.

By examining the mechanics of an active strike which took place in suburban Huntington, Long Island, New York, the authors attempt to show ways of minimizing the detrimented effects of a school strike.

Wallett, Donald H. and Robert H. Chanin. The Law and Practice of Teacher Negotiations, Washington, D.C.: Bureau of National Affairs, Inc., 1970. 1,567 pp.

Including model agreements and forms, law, court and administrative rulings, this volume clarifies for teachers what negotiation and its effects are, how to organize collective bargaining, and handle disagreements with school boards. ED 044 781.